

# THE SCHOOL JOURNAL

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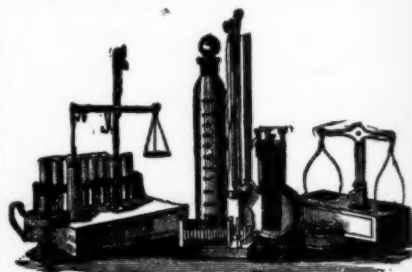
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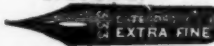


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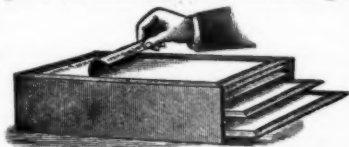
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

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For the Week Ending April 15.

No. 15

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The business department of THE JOURNAL is on page 401.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.

THE people must learn to regard the teacher as an expert in all matters relating to the education of children. Is he worthy of the position at this time? Take the city of New York. Will the board of education turn to any of the teachers' organizations and ask for suggestions as to courses of study, etc.? Is this done in Buffalo? Chicago? Boston? Why not? Is there a body of teachers in these cities that has uttered such educational wisdom that it is regarded as an authority?

No class of people are more sensitive to criticism than the teachers—unless it be the ministers; and the press has passed over the faulty work done in the schools in silence hitherto, in general praising it indiscriminately. If a paper printed criticisms a cry arose, "He is opposed to the schools"; not to have this charge laid at his doors the editor remained silent. In a town in New Jersey the editor's hired girl got a place as teacher and the editor declared that too much was paid for the kind of teaching served up in the schools. It created quite a tempest; he could not explain, for it would be necessary to show how she got the place; this would make out that his party was neglecting the real interests of the children, so he was silent and labored for several years under the charge of being "unfriendly to the schools." But times are changing. Teaching is looked on as an art and the way it is carried on will be discussed. It is certain that teachers in general are afraid of having their schools examined critically. That of itself is not a good sign.

There is a singular neglect by teachers to notice the death of their fellow-laborers. Bryant must have had the teacher in mind when he spoke of those who departed "unnoticed by the living." A principal in this city may die and none of his 25 assistants send a line to an educational paper. It is not easy to explain this, except by supposing these assistants to have no class-feelings. They look upon the principal not as one of a class of people, as ministers, physicians, and lawyers look upon their fellow-laborers; they evidently look on him simply as a member of the human race. In a town of 2500 inhabitants the death of a physician lately occurred; the five other physicians were present at the funeral, and in the weekly paper a whole column was printed prepared by two of them. A teacher in that town would have a short obituary notice and that not prepared by his co-laborers.

In visiting a school with a noted county superintendent, in Florida, the teacher was very anxious to have the writing, drawing, and composition books of the pupils inspected. The superintendent became suspicious as

the teacher became more anxious, and laid all aside and called for the Third Reader class; it consisted of ten members. He had them read, spell; investigated their knowledge of geography, botany, natural science, and physiology; gave them problems in numbers; questioned them on general matters demanding thought. Then he gave a little attention to the other classes but these ten, (constituting one-fourth of the school) he sounded completely and thoroughly. He felt that they had been poorly handled. "I am sorry for those children," he said. "I thought she was a better teacher; there must be an improvement here." Very different was the work of another superintendent. First he took considerable time in talking with the teacher as to the school; then she was asked to exhibit the pupil's work; then one pupil—evidently a prize pupil—read a whole page about a boy who neglected his lessons; then the superintendent made a speech quite flattering to them, and the teacher; then he called on the visitor to speak; then the farce was over, for it was a farce. It was plain enough that the work done was of a very moderate character; the official, however, did not know it; he thought the teacher was doing well; the visitor saw only a person keeping school and running a machine. It is well the children do not know the opportunities that are passing away.

The former president of the New York board of education, Mr. J. E. Simmons, made a pregnant remark lately that is worth remembering and thinking of; it was to this effect: That many men can by enthusiasm and other qualities put an organization on its feet who cannot successfully carry it on afterwards. For example, a man comes into a town that is indifferent to educational progress; he rouses an interest, a building is erected, and he is put at the head of affairs. After a short time it appears that he is not qualified to manage the school system he has been the means of inaugurating; he feels unappreciated and betakes himself to another field.

It may be said that some men are pioneers in education and some managers; this does not wholly explain it. The pioneer evidently lacked some serious quality which was unobserved while he was pioneering; when he became a director it became quite apparent. A case comes to mind: A. was a man of generous impulses; he went to a town where there was an almost total want of interest and induced the building of an \$8,000 edifice for school purposes; he was chosen principal with six assistants. Now a lack of culture appeared; he would sit for an hour with the shoemaker or harnessmaker and talk and chew tobacco; he was slouchy in dress. The enlargement of the school interests had raised the ideas of the people; but the man had not also risen. They found no fault when he was in charge of a small school-house at a moderate salary; as principal of the graded school he was insufficient. This man needed education, the very thing he was dealing in.

## Practical Studies in Apperception.

By T. G. ROOPER, The Elms, High Harrogate, England.

It is thought that some of the readers of THE SCHOOL JOURNAL may be able and willing to co-operate in psychological research bearing directly upon the practical work of education.

Those who undertake such research (for which teachers have special opportunities) will not only assist students of philosophy but also throw light upon methods of imparting knowledge to children.

As a guide to those who are ready to join in such an undertaking, we have drawn up the subjoined series of questions.

It has been thought best to confine the present inquiry to intellectual training, but it is hoped that in a later number of THE SCHOOL JOURNAL, a second series may be submitted dealing with moral education and the training of character.

### GENERAL SUGGESTIONS.

1. It is important that each answer spring from special observations made in connection with the particular point considered.
2. It is recommended that each observer should confine his attention to one or, at most, two particular points at a time.
3. A careful record should be kept of all observations or experiments at the time of making them.
4. Each return should state
  - a. The number of children observed.
  - b. Sex, age, and character of home.
  - c. The dates on which the observations were made.
  - d. The dates on which the observations were recorded.
  - e. Nothing but what is actually observed as distinguished from inferences and corrected statements of what the observer believed the child to mean.
1. Great care should be taken that the children are not aware they are being observed.
2. It is the normal action of child mind that is being studied and not the abnormal and remarkable. The abnormal should only be recorded as throwing light on the normal, and should be distinctly noted as abnormal.
3. The questions which children *spontaneously* ask about an object presented to them are good guides to the student of apperception.

### ENQUIRIES IN APPERCEPTION. I.

#### I. ELEMENTARY CONCEPTIONS OF NUMBER.

1. In what proportion do children picture in their minds the numbers 1, 2, 3, etc.?
  - a. As mere symbols or (b) as groups of separate objects (balls, cubes, etc.) For instance, in adding six and three do they add by an effort of verbal memory or do they picture to themselves at once nine objects in two groups of six and three and give the result as an act of inner perception?
2. When number is taught through mere exercise of verbal memory can children get an immediate grasp of the actual nature of a number? For example, from knowing that six and one make seven, can they get an immediate intuition that four and three make seven, that five and two make seven, and so on, or must each of these additions be acquired by a separate act of verbal memory?
3. Again, when learned by verbal memory is subtraction immediately recognized as inverse addition? For example, from the knowledge that six and one make seven, can children *immediately* see that one from seven leaves six, or must that be a separate acquisition of the verbal memory.
4. Do children more easily arrive at the conception of the nature of number (as distinguished from counting) by dealing with a promiscuous variety of objects such as apples, pebbles, panes of glass, legs of animals, etc., or by confining their attention to a series of objects of the same kind such as balls in a frame, cubes, or the bricks of Tillich's Brick Box. (Tillich's Bricks present the idea of number as continuous and not discrete; thus two is not two bricks but a block the size of two bricks,

and so with three, four, and the rest up to ten, number being thus represented by *length*.)

5. When children learn to count (say from 1 to 20) before they study the analysis of number (as in Sonnen-schein's Number Pictures, Tillich's Brick Box or Neuman's Eclipse Frame) is it a help or a hindrance to their comprehension of number and power of computation?

#### II. OBJECT TEACHING, OR TRAINING IN PERCEPTION.

1. When a new object is presented to the eyes of children in what order do the attributes Color, Form, Movement, and Size generally arrest attention? Do children differ in this respect? Is the order affected by the striking nature of any of these four characteristics? *e.g.*, Bright color as distinguished from dull, exceptionally large or small size, or form unusual to the children?

2. When a new object is presented to the touch in what order do children recognize attributes of hardness, temperature, roughness, and weight?

3. When a child does not know at once to what class a novel object belongs and cannot at once apperceive it what kind of attributes appear to guide him in his attempt to classify it? For instance a child saw for the first time a pot of ferns; being asked what it was he replied, "A pot of green feathers;" in this case the child apperceived the object by means of the attributes of size, shape, and flexibility.

It is clear that a wrong apperception is often more instructive than a right one to observers of mental growth.

4. How early in life is the association formed between visual and tactual qualities? How soon, for instance, can a child say by merely *looking* at an object that it is hard or soft, rough or smooth, warm or cold, etc.? Are certain of these associations formed earlier than others, and if so in what order?

5. Does a child from the first appear to estimate with gradually increasing accuracy magnitude by means of a visual standard? For instance, can a child tell by the eye alone that a particular apple is larger than an orange placed beside it, or that a two-cube block in Tillich's bricks is bigger than a one-cube block? Can they at a slightly later age recognize visually how many cubes are contained in one of the longer blocks? Can a child estimate visually at a still later age the actual size of an object at varying distances? If so does he appear to use a visual or a tactual standard? When do children begin to estimate with fair correctness the relative distances between objects, for instance, that an object A is twice as far from B as B is from C. Is there any difference in the accuracy of this estimation according as the distances are vertical, horizontal, or oblique? Is there a further difference when one distance belongs to one of these classes and one to another?

6. *Weight.* Is any difference observable between children in respect of their power of estimating whether one object is heavier or lighter than another? Is the delicacy of discrimination greater when the two objects are held simultaneously one in either hand or when they are held successively in the same hand?

7. *Color.* Do the children vary much in their power of discriminating shades of color, and how rapidly does this power increase with age?

8. *Shape.* Child's power according to age of recognizing *without counting* (immediately) the number of sides in a given regular polygon? How does the size of the polygon affect the accuracy of the estimation?

9. Novelty in familiarity.

a. What kind of objects are found to be more attractive to children than others. What relative proportions of novelty and familiarity appear to have the greatest attractive power?

b. Of its own accord does any child show power of taking interest in those attributes of an object which are practically quite unfamiliar to it? For instance, does a child take interest (of its own accord and unaided by questioning, etc.) in the machinery of a watch as anything more than a collection of moving and sounding objects?



## CONTINUITY OF ATTENTION.

10. What kind of things do children grow tired of observing quickest? What kind of things slowest? What variations in these respects arising out of age or subject are observable? Give time, measurements.

## III. MEMORY.

## 1. Test for Verbal Memory.

Give evidence of exceptionally strong and weak powers of verbal memory as tested by (1) the children attempting to reproduce orally a random series of figures as 82573 read out once (with an equal pause before the utterance of each figure to avoid aid by rhythm).

2. Where children show varying powers, to what extent does the variation appear (as by the way in which they utter the series) to depend upon their having mentally grouped the figures into twos and threes, etc. If they thus group the figures, in which way do they do it?

3. Exhibit a row of three to a dozen (according to age) colored squares of paper and quickly withdraw it as soon as the children have had time to recognize the colors. Note what varying powers they show of stating in their original order the names of the colors seen.

4. Does any particular order or class of order seem easier to remember than another? Have you any evidence of progress made in this exercise in respect of (a) quickness of eye or (b) retentiveness.

5. Is the spelling of a word learned quicker by being continuously present to the eye for a brief period or intermittently during the same period as when written on a slowly revolving roller?

6. When a simple object like an apple has been presented to a class without comment and has been withdrawn again after time has been allowed for observation, what evidence have you of varying power in the children to answer questions as to color, shape, comparative size, and special features?

## IV. MISCELLANEOUS.

1. *Geography.* a. What kind of facts do children remember most readily?

b. Since connected facts are more readily retained than disconnected, what ways of connecting them secure their remembrance most effectively?

c. What effect have pictorial illustrations in aiding the connection of fact with fact, for instance, a picture of the Tyne with vessels being laden with coal?

d. In illustrating a geographical fact by an historical one in case the historical fact is entirely new to the child and not connected with its historical knowledge so that no apperception is possible, is it found that the mere association of the two facts tends to the better remembrance of both or either?

2. *History.* a. What is the best way of first approaching the study of the history of one's own country, so as to give the children a working conception of state and government? Can you give instances of mistakes made by children taught on the usual plan which indicate a want of apprehension of these two essential points?

b. Have you any light to throw on the results of teaching history (I.) as a continuous story from the beginning and (II.) in disconnected scenes, incidents, biographies, etc.?

c. At what age are children able to apperceive historical facts, that is, to get an intelligent grasp of the subject?

d. What means do you find most efficacious in giving children an idea of historical perspective?

e. What evidence can you adduce of the varying powers of children to present to their minds historical and geographical facts in the form of a picture, that is to visualize them? What helps or what hindrances have you found most operative in this respect?

How to make the desire for improvement on the part of the teachers an intelligent one and how to furnish means for instruction and guidance in their efforts to obtain it are the great problems which confront the county superintendent.

—O. T. BRIGHT.

## Regular Attendance.

No teacher can say that he can obtain regular attendance at school; but every teacher should be able to say that he knows the things to be done to cause regular attendance. Here are two incidents:

A minister took charge of a church in a city where only about 75 persons came; the building was good, the locality good, the reputation of the church good, the denomination a popular one. In the course of two years he had a regular congregation of 500, a Sunday-school of 250, the evening meeting became well attended. And yet, no one claimed that he was more than an ordinary preacher, not possessing the power of speaking so as to bring people together.

In a town of 5,000 inhabitants there was a building that had been set apart for school purposes—it was given rent free to a man if he would conduct a school in it. Several had tried and had left saying there was not enough interest to enable them to earn a living. A man of very ordinary appearance applied for the use of the building; he carried on a school so successfully that the building became insufficient and was much increased in size.

Some would dismiss these incidents by saying these men were "born so," and have us infer that others could not have accomplished these results. It is altogether probable that all others could not have produced these results, but that is not the point at issue. It is a good question, What did these men do? They certainly solved the question of regular attendance.

Some years ago the question was asked: In a school of 100, what proportion attend irregularly, and what are the causes? The letters showed that the irregulars in some schools were 40%, 30%, 25%,—the least being the average.

A teacher of much experience considers 25% a fair average, and classifies this 25 per cent. as follows: Kept away: By absolute necessity as sickness of parents, or of pupil, or of needful and unlooked-for calls, .05.

By errands, etc., that might have been provided for had there been interest, .15.

By absolute indifference, making excuses, .05.

The parent of a child, who attends irregularly, never disputes the good thing there is in regularity. It is probable he is indifferent and that his child copies him. Yet that same parent may be made to be full of interest if he sees that his child is. Parents inherit, as it were from their children, in this case. It has been shown conclusively in many schools that the irregulars may be reduced to five per cent.; for there is a certain liability resting on a child in many families—the parent has been taken sick during the night, an accident has befallen the hired help, the well-rope has broken, or the cow has broken into the garden, and none but Johnny can meet these emergencies.

There is left twenty per cent. or even thirty per cent. who (1) would get up earlier; (2) would get errands done; (3) would provide a margin for the unexpected, provided there was an inducement or influence so to do. Now, while it is true that what is an inducement or influence to one is not such to another; there are great general influences to which mankind are subject and tend to aggregate them. The teacher who would be successful in drawing pupils together must understand something of the laws which aggregate people.

## SCHOOL LIFE.

Let us take the case of a dozen boys in a village that start a debating society. They meet regularly, take up a question, and spend an hour or even more under circumstances none the most pleasant (so the outsider would say) and go home quite well satisfied.

Take the case of a club, or a lodge, or of an association, or of a church—persons evidently meet under certain influences and become partners in carrying forward some object. If these are studied with care, it will be seen that a new existence has been started, that each of these gatherings has a life of its own. And it will be seen (1) that as the individual feels his life invigorated



from the life of the association, and (2) that as he feels he imparts his life to the life of the association, so does he have an interest in that association.

"The teacher must look at his school as a unit (a living thing); he must act as if it were one great multifarious thing endowed with hope, ambition, power of thought, and power to grow."

"It is capable of a life of its own, and the teacher must minister to the intellectual, mental, moral, and physical life of this group."

"The task for the teacher then is to organize the school in the higher as well as the lower senses of the word." The *organic life* of the school must be daily nurtured, and it will acquire strength and power."

The above quotations from "School Management" will interpret the two incidents given at the outset. Some would curiously inquire "What did the clergyman do?" "What did the teacher do?" The reply is there is a principle of social aggregation; those who can employ this principle are successful in bringing people together, and if qualified may hold them together. The minister and teacher knew there was such a law and set it in operation.

Let any teacher who belongs to an association study his relation to it. He will observe that it has a life of its own; it is (in a broad sense) as much alive as he is. He will see that in proportion as he enters into its life and that enters into his he is interested.

The question of regular attendance turns greatly upon the question of the organic life of the school.

### Pedagogical Waves and Troughs.

It is disappointing to chronicle backward steps, although they may be points of departure for greater advance.—*The Advance*.

Yes, but let us cultivate the sublime patience that nature's mode of progress demands. Let us *expect* the periods of reversion, and make the most of them in preparing for a new and a better start. The abolition of fads in Chicago is but a temporary affair. The breaking of machinery did not stop the invention and manufacture of machinery. Progress is irresistible. The fads will be resumed and will fall into their proper places in course of time. These they had not learned to fill and so it was perhaps as well that their right to exist should be for a time denied them.

The president of Clark University, Worcester, Massachusetts, says:

"It seemed to me that you had succeeded admirably in working out routine mechanism and orthodoxy of method, which is the specific disease of normal schools, and that therefore your teachers would have unusual power to adapt themselves to any environment with skill and with success. This is certainly of itself no mean pedagogical triumph. In the next place, your methods bring children into closer relationship with facts and things than I ever saw in a normal school before. The garden, the collections, the facts of many sorts in all the rooms, the art work, beginning with color, the plays on the lawn, the manual work, all made a most delightful and never-to-be-forgotten impression upon me. So, too, the enthusiasm, alertness, and 'go' of your psychological class. This seemed to me the glory of your method and of your school. Everything seemed to say: 'Look at Nature.' Such a method can surely not sterilize the children in a class, as is too common. The first years in the practice work must have an excellent effect in stimulating children's minds to independent action."

On taking charge of the Cook County normal school ten years ago Colonel Parker found a library of three hundred volumes. He immediately set about procuring a library commensurate with the needs of the school and to-day it numbers nearly ten thousand volumes.

## The School Room.

APRIL 15.—EARTH AND SELF.  
APRIL 22.—NUMBERS, PEOPLE, AND THINGS.  
APRIL 29.—LANGUAGE AND DOING.  
MAY 6.—PRIMARY NUMBER, ETHICS.

### The Mountain.

Its head bared to the stainless blue,  
Its feet in meadow-green,—  
The mountain drank of storm and dew  
And golden sun between.

It rolled the clouds about its breast,  
The pines about its knees;  
And whether crowned with Summer's crest  
Or Autumn's ecstasies

It kept its secret granite-locked,  
Or told it to the stars;  
And with the bluebell's splendor, cloaked  
Its black, volcanic scars.

—Selected.

### Some Geography Poems.

#### SOUTHERN STATES.

"The Lake of the Dismal Swamp," Thomas Moore.  
"The Fisherman of Beaufort," Frances D. Gage.  
"The Catawba River," J. S. Kidney.  
"The Wreck," T. H. McNaughton.  
"Dolores," C. F. Woolson.  
"The Blue and the Gray," F. M. Finch.  
"On the Heights of Mission Ridge," J. A. Signaigo.  
"On the Shores of the Tennessee," Anonymous.  
"By Chickamauga River," Hezekiah Butterworth.  
"Lookout Mountain," G. D. Prentice.  
"Mammoth Cave," G. D. Prentice.  
"Memphis," J. T. Trowbridge.  
"Kit Carson's Ride," Joaquin Miller.

—*The Moderator*.

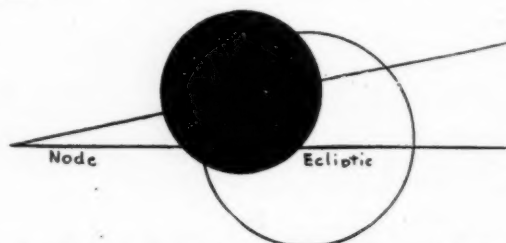
### An Eclipse of the Sun.

A total solar eclipse takes place April 16; the longest totality will be 4 minutes, 46 seconds, and as the shadow of the moon lies on land to a great extent, the event has created much interest in the scientific world. The shadow of the moon crosses the southern hemisphere and is invisible in the northern hemisphere. Two expeditions will be sent from England, one to Africa, the other to Brazil, the expenses being defrayed by the Royal Society. The United States will send an expedition to Chile, and there will probably be two or three American parties at Para Cura.

#### A TALK ON ECLIPSES.

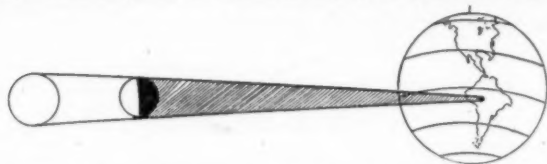
There are two kinds of eclipses; one caused by the moon coming between the earth and sun; the other caused by the earth coming between the sun and the moon. (The teacher illustrates this with a candle, to represent the sun), an orange (on a wire set in a block) to represent the moon, and a small globe to represent the earth.)

When the moon comes between the sun and the earth it is called an eclipse of the sun, the light of the sun is clipped off; now the moon goes around the earth once each month and if it went around at the same level as the sun there would be an eclipse every month, but the path the moon goes in is inclined to the path the sun goes in, and so eclipses occur at various intervals.



An eclipse of the sun, you see, will happen when the sun and moon and earth are in a straight line; now this can only occur at the crossing points of the sun and moon's orbit. These crossing points are called nodes. The eclipse of April 16, occurs when the moon is coming up above the sun's path. This is called the ascending node.

In this eclipse the shadow falls on the surface of the earth in the southern hemisphere; it will fall on Chile and the Atlantic ocean,



and on Africa. Astronomers calculate when it is going to fall and go and set up their instruments and wait for it. One reason this is observed with care is that there is a desire to know all possible about the sun. When the sun is entirely covered up (then called a total eclipse) the flames of the sun shoot out in a



curious manner, and it is believed by observing them we may know a great deal about the sun.

The shadow, about 240,000 miles long, will first touch the Pacific ocean off the Coast of Chile; then brush across South America; then across the Atlantic ocean; then sweep across about the half of Africa. Where it touches the earth there will be a circle of darkness varying from 75 to 125 miles in diameter; this dark spot will move with a speed almost as swift as a cannon ball.

### Fruit in Cuba.

Children in Cuba are now happy eating *sápotes*, *mamayas*, *caimitos* and the *guanábana* which have lately ripened. The *sapote* takes the place of the apple. It is nearly the same in size and shape, has a rough russet skin and a pulp of a rich terra-cotta color. This fruit grows on a handsome tree and is called *sapadillo* in Florida.

The *mamey* (pronounced *mahmāy*) is ellipsoidal with one end slightly pointed. It is a large fruit from five to eight inches in length. It is covered with a thin chocolate colored skin, and the pulp is a dark old rose hue. Inside are three large shining black seeds.

The *guanabana* is a soft dark green fruit, and is used to make a refreshing drink by stirring the pulp into a tumbler of water. The blossoms are white and waxy and look much like our mandrake. They are peculiar in that they grow from the trunk of the tree with neither leaf nor branch near them. The *cheremoya* looks like a huge short cucumber, and is sometimes called custard-apple. The pulp looks and tastes like a vanilla custard.

But the queen of all the fruits both for beauty and flavor is the *caimito*, which is shaped like a peach and is a rich, royal purple outside, while inside it shows the most exquisite shading from purple to white. The flavor resembles the strawberry. These fruits should be eaten with a spoon and are too perishable for exportation. The Cubans do not eat fresh fruit at the table as we do, nor do they can it. That which they preserve is boiled until the flavor is lost and then made thick with sugar.

Providence has been kind in giving these large fruits, for the natives are too lazy to gather small ones.

ANNA BUCKBEE.

## Physical Culture. IV.

By HANS BALLIN, M. G., Supervisor of Physical Culture, Public Schools, Sandusky, O.

Turnen (gymnastics) means to turn, to be active; to exert oneself for the purpose of bodily development. The time for this instruction must therefore be entirely for this activity. All other things are only to be considered as they are indispensable to acquire this aim. In fact, this is in accord with the expectations and desires with which our pupils look for this instruction, for youth loves activity and this the more, the more it has been confined to a sedentary position.

It is on this account advisable to begin a lesson with some lively movements, and especially if it is directly preceded by some hours of mental work. Where the instruction does not confine itself to the school-room, a run, climbing the poles or ropes, or any exercise in which many can participate, or the thrusting of arms, as described in the following lesson, the marching up and down the aisles with turns in quick succession, will open a lesson most fittingly. Do not give long, tedious measures, explanations, etc., at the outset. Rather begin with something known, something which can be quickly accomplished, than take up a new exercise, which needs demonstration. First, satisfy the thirst and love of your pupils in this and all other instruction. A lively beginning is like a daring deed; it wins the heart of man.

Under all considerations, must it be the object of the teacher to make good use of the given time and this is most effectively done, by carefully preparing all measures, thus enabling every scholar to receive his due share of bodily activity. If this seems so necessary to accomplish by gymnastics, it is all the more, if we consider the little time set apart for it. Again, where the work is carried on in the school-room, it should begin from the moment the pupil stands on his feet, until he is back in his seat. But the teacher is only enabled to do it if he has his lesson well prepared, his work carefully chosen, and without loss of time gives his command.

What you have to say to the pupils must be free from all prolixity. You thereby accustom them to brevity in all things. Little talking and much activity must be the motto in gymnastic instruction.

The long pauses between exercises, especially if they are in no proportion to the exertion of the preceding exercise, are never in place and only a loss of time—the work in the school-room can entirely do away with them. Tactics will take the place of pauses.

### FOURTH LESSON.

(1) Arms forward—Raise! (1!)  
Arms—Down!

(2!)  
Arms forward,  
in time two counts  
—Begin! 1! 2!

(2) Step-position  
forward right and  
raise arms forward—1! (Fig. 7.)

Back to position  
—2!

(3) Step-position  
forward left  
and raise arms  
forward—1! (Fig. 7.)

Back to position  
—2!

(4) Step-position  
forward right  
and raise arms  
forward—1! (Fig. 7.)

Back to position  
—2!

Step-position  
forward left  
and raise arms forward  
—3!

Back to position  
—4!

All rules previously  
given about  
arms and feet must be observed.

Remember, it is not the motion independent of form and direction which you want. It still takes considerable correcting. The foot will be placed too much to the side or the arms too high or too wide apart. Make your remarks quickly; rather take (fundamental) position and let them do the exercise over again, than to waste time in position. But ask of all scholars good work.



Fig. 7.

(5) Having accomplished this try it in time: Step-position forward right and left, alternately, and raise arms forward in time, four counts—Begin! 1! 2! 3! 4! etc.

Should you find out that pupils are not able to follow out this mode of exercising, stop at once and take up exercise 4. But do not ask too much to-day; try it over to-morrow.

(6) Hands on hips—Place!

Bend trunk forward—Bend! (1!) (Figs. 8 and 8a).

Straighten trunk—Straighten! (2!)

Arms—Down!

Look up second lesson, last exercise, and notice remarks. This exercise is seldom to be practiced in time.

(7) Hands on hips—Place!



Fig. 8.



Fig. 8a.

Bend trunk forward and straighten arms downward—1!

Straighten—2! (Hands go back to hips.)

Arms—Down!

(8) Arms to thrust—Raise! (Figs. 9 and 9a).

Arms down! (Fig. 1).

Arms to thrust, in time, two counts—Begin! 1! 2!

Arms are placed vigorously into position and down again. The elbows are far back and the upper arms close to the body. When arms are lowered the hands open again. No slow movement. Notice defective position in 8a.

(9) Step-position forward right and arms to thrust—1! Back—2!

(10) Step-position forward left and arms to thrust! Back—2!

(11) Step-position forward left and arms to thrust—1! Back—2!

Step-position forward right and arms to thrust—3!



Fig. 9.



Fig. 9a.

Back—4.

After considerable practice, in time:

Step-position forward left and right, and arms to thrust, time, four counts—Begin! 1! 2! 3! 4! etc.

Arms lowered, when foot is placed back.

## Care of the Eyes.

By DR. GEO. G. GROFF, Lewisburg, Pa.

To the student and teacher, the eyes are so important that they should receive the greatest care, and yet, although the eyes are almost always good before children attend school, we find that a larger and larger per cent. of pupils have imperfect eyes as we advance from the kindergarten to the high school, until it is said that among educated Germans no less than 67% have imperfect or defective eyesight! *It is certain that these imperfections, in great measure, develop during the years of school life.* If this is so, how are these imperfections caused?

1. By using the eyes too constantly at a short distance, as in reading and writing. Indian boys in the woods would never become near-sighted, but thousands of school children do every year. At birth, the eyes are adapted to be used at all distances, but by using them exclusively at short distances they soon become of value only for seeing objects near at hand.

2. By using the eyes too constantly and too long at a time. The eye is a most delicate organ. Its parts become weary, like the rest of the body. If overworked, serious results follow. *The eyes should never be used when they ache, pain, or smart, or when vision is weak or blurred.*

3. By using them when weak from sickness. After the diseases of childhood, as measles, scarlet fever, whooping cough, etc., the eyes are often left weak, and may be many months in recovering their full strength. If at such times the eyes are much used in reading, or studying, they are very liable to receive permanent injury. The writer believes that to this cause may be laid a large proportion of the defective eyes in our schools.

4. By using the eyes in *insufficient light*. Very many of our school-rooms are poorly lighted. Children cannot see on dark days. Rooms are made still darker by the use of curtains and blinds which are placed at the top instead of at the bottom of the windows where they should be. Windows are often too small. They are often filled with flowers. If children study in the evening it is too often with a poor light.

5. The print of the school-books is often too small and indistinct. The use of maps with many names upon them is especially trying to children and injurious to the eyes.

6. Blindness is now known to be due in the great majority of cases (setting aside accidents) to inflammations of the eye in early infancy. Several states have passed laws punishing any neglect of inflammation of the eyes in infants. Any such inflammation observed a few days after birth, or even later, should receive *immediate attention* from the best physician attainable, otherwise the child may become blind. Teachers should *impress* this fact upon all their pupils, by frequent repetition. It is also to be borne in mind, that this matter of the inflamed eyes of the newly born is poisonous, and introduced into any other person's eyes, may cause blindness there.

*Rules for the care of the eyes:—1.* Always have an abundance of good, steady light for any work which you may have on hand. Do not work in a poor light.

2. Avoid a glaring light. Do not allow the direct sunlight to fall directly up on a book you are reading, or upon any work you are doing.

3. Let the light come from one side, behind, or above, but not from in front.

4. *Never read or use the eyes closely during twilight. Put up your book when the sun goes down.* Do not sew black goods at night. Do not work with the microscope at night.

5. Never use a flickering light when reading or writing.

6. Avoid suddenly passing from the shade into a bright glaring light.

7. When using artificial light, it is always beneficial to wear a shade over the eyes, which will cut off all direct light from them; the desk or table should be covered with a light blue paper or cloth. Colored shades on lamps are better than pure white.

8. Use a lamp with a good, large burner, the best oil, and try to obtain as white light as possible. *A good lamp is worth all it costs.*

9. Hold the head erect; and at such a distance from the lamp that it will not be heated by it. When the head and eyes are hot, bathe with pure cold water. Do not bend over your work.

10. *Whenever the eyes pain on using, or are fatigued, or the images are blurred, stop using them.* Look up and away from the work frequently, and in bad cases study only by daylight, or not at all for a week or more.



11. Do not confine the eyes to work too closely. Hold the book at least 12 inches from the eyes; this will prevent growing nearsightedness.

12. Avoid books poorly printed with small type and on poor paper. Use black ink, never that which is pale. Keep slate clean.

13. Do not use the eyes for reading when riding on the cars, in a carriage, or when walking, etc.

14. Never read when lying down.

15. Do not read during convalescence from any debilitating diseases.

16. As a rule, do not read or study on an empty stomach. Drink a glass of milk, or eat a cracker before beginning the day's work. Do not use the eyes when sleepy. Do not try to study when the head aches.

17. Keep all patented eye-washes out of the eyes, and avoid all quack eye-doctors. The eye is too precious an organ to be trifled with.

18. Keep all soap out of the eyes; be especially careful of children in this respect.

19. When the eyes are inflamed, sleep much and thus restore them.

20. In all cases of weak-sight, near-sight, and far-sight, squinting or cross-eye, have the eyes carefully examined by a competent oculist, and follow his advice implicitly. An ordinary jeweler or traveling spectacle vender are not the persons of whom we should buy glasses for our eyes. When glasses are prescribed, procure and wear them. It is the height of folly not to wear glasses when they are needed.

21. Avoid colored glasses and goggles, unless prescribed by a physician competent to judge of your condition.

22. Have all diseases of the eye treated early and skilfully, and remember that the well eye sympathizes with the diseased one, and you may lose both unless early attention is given the matter. Diseases of the eyes in which a large amount of matter forms are often very contagious, and patients so affected should be careful to get no matter from the diseased eye into the well one, and they should have a separate basin and towels for washing purposes.

23. Arrange your bed so that the morning light will not fall into the eyes. This is trying and injurious to them. Sleep in a darkened room, and never keep a lamp burning while you sleep.

*Foreign particles in the eyes:—Precaution.*—Never needlessly expose the eyes to foreign particles, but when necessary wear plain glasses or goggles. When experimenting with chemicals, always turn the mouth of the tube or bottle away from the face and eyes. Whenever an eye is injured severely, place the patient immediately in a dark room, and under the care of a skilful physician, whose directions must be implicitly followed. The foreign bodies may be solids, as sand, cinders, hair, dirt, etc., lime, acids, or alkalies. Don't rub the eyes, avoid sudden glares of light; never look directly at the sun.

*Treatment.*—1. To remove solid particles from under the lids; from the lower lid, it is sufficient to pull the lid away from the eye, and to wipe the body with a piece of moist paper or the corner of a handkerchief; if it is under the upper lid, grasp the lid firmly between the thumb and finger, lift it from the eyeball, and draw it down over the lower lid, and then allow it to slide slowly back to its natural position. The foreign body will be scraped off on the lashes. The operation may be repeated several times. Or, lift the lid from the eye-ball, allow the tears to accumulate beneath the lid, and forcibly blow the nose; or, place in the eye a few grains of flaxseed, which, forming a mucilage will probably bring relief; or, place across the upper lid the point of a pencil or a bodkin, and turn the lid back over it; in this way the foreign particle is brought into distinct view and can be readily wiped away; or, pass carefully a bodkin under the lid and move it about to dislodge the body.

2. Lime and Roman Cement are very destructive to the eyes if permitted to remain any considerable time. Wash the eyes immediately with water containing vinegar or lemon juice.

3. For acids in the eye, wash with water containing a little ammonia or baking soda.

4. For alkalies, wash with water containing vinegar or lemon juice.

Particles of iron imbedded deeply in the eye may, sometimes, be brought to the surface by holding near the eye a powerful magnet, or by sweeping with a steady hand over the eye the blade of a very sharp knife, which will often catch and drag out any projecting particle of iron.

*Wounds of the eyes:*—When an eye has been wounded in any manner, a handkerchief should be placed over it at once, and the person should lie down on his back immediately, and thus remain quietly until examined by the most skilful physician who can be secured. The reason for these directions is this. A wound of the eye may permit the escape of the lenses, and a consequent loss of sight. Following the directions laid down may save the eye and prevent blindness.

## Notes on a Sand Dune.

A FIELD LESSON.

By WALTER J. KENYON, Cook County Normal School.

**IMMEDIATE MOTIVE:**—To teach the fact of surface changes and some of their causes.

The children first climbed to the top of the dune, obtaining that extended view of the lake shore which, reduced, they were to see on the map.

They next strolled about the shore where lines of drift rubbish were to be seen at intervals, several feet from the water's edge.

Questions: Does the lake ever rise higher than its present level?

If so, the probable cause?

Due to a tidal motion, or something else?

The shore is obstructed by a number of fallen trees (undermined).

How came the trees here?

If they grew here let us allow, say, fifty years for their growth. How was it they remained so long before they were undermined?

Has the shore line always been the same?

How has it probably changed?

Various shrubs about are built around and partially covered by the sand.

The sand, out of reach of the water, is covered with ripples.

The broken bank shows several layers of vegetation—grasses, etc., at various distances below the present surface. In one place a piece of wood crops out, several feet below the top of the bank, that seems to have been part of a vessel.

Was the sand always just where it is now?

Has the surface on which we are now standing always been the surface?

What indications are there of changes having occurred?

Have these changes taken ages of time or comparatively few years?

What is the probable cause of the sand changing its surface?

Do the trees and grasses help or hinder the wind in its work upon the sand? How?

How is it that these trees and shrubs can grow in the sand at all?

The dune has a good sized tree growing on top of it.

There are no stratified growths showing in the side of the dune.

Have we any evidence as to the age of this sand dune?

Is there anything to show whether it was built quickly or at slow intervals?

Re-climbing the dune, the children found how the slightest jarring would start a dozen tiny avalanches down the broken sides. Here was illustrated, without comment, the fineness of balance existing everywhere in nature. Next day the lessons was strengthened in a reading lesson on the avalanches of Switzerland.

This perpetual avalanche-wear of the dune is a good illustration of the corrosion of all upraised land forms. The process is disintegration and gravitation.

The sides of this dune are continually falling. Do the sides of other kinds of hills do the same?

What would be likely causes?

In what kind of hills would this corrosion go on most slowly?

Most rapidly?

The children watched the wavelets roll up the pebbles and roll them back again—back and forth, back and forth. They stooped low and heard the grinding, pebble against pebble.

A piece of broken bottle was found, its edges completely worn away.

A brick is in the school collection (brought from the seashore), its original shape so modified as to leave it almost egg-shaped.

What is happening to each of these pebbles?

What becomes of the material worn away?

Will this result be just the same in moving as in still water?

What becomes of the material rivers grind away, up among the hills?

### ILLUSTRATIONS OF SURFACE CHANGE.

1. *Slow up-heaval.*—There are instances where towns, having been at one time seaports, are now several miles inland and considerably above sea-level.

2. *Slow subsidence.*—Remains of cities are found in the bed of the sea which must once have been above sea level.

3. *Erosion by rivers.*—Rivers wash the soil from the uplands and spread it in the lowlands. At their mouths they build with it deltas which are the vanguard of future plains.

4. *Sand bars thrown up by the sea.*—These may subsequently become covered with vegetation, thenceforth veritable islands, as in cases off the Carolina coast.

5. *Volcanic output.*—The buried cities of Pompeii and Herculaneum. Jorullo, Mexico.

6. *Coral atolls,* kept at sea level by the insect, supporting vegetation and sometimes harboring extraneous matter so as finally to become regular bodies of land. (Much of Florida is believed to owe its existence to this process.)

7. *Coasts worn away* by surf action, as in Maine, Norway, Chili.

8. *Plateaus carved into hills* by river action; the Colorado river basin.

9. *Deserts overlaid* with fruitful soil; the Nile valley.

10. *Fertile lands overlaid* by desert; Cape Cod forests.

## REFERENCES.

- 1, 2. Guyot; Earth and Man.
- 3, 4, 8, 9. Parker; How to Study Geography.
5. Museum of Antiquity.
6. Guyot; Physical Geography.
7. Shaler; *Scribner's*, May, '92.
10. Harrison; *Cosmopolitan*, May, '92.

## Supplementary.

### A Carpet of Green.

By LETTIE STERLING.

AIR: "Spanish Cavalier."

A carpet of green on meadows is seen,  
And through many dooryards it reaches,  
It runs over hills, it borders the rills,  
A sermon of beauty it preaches.

#### Chorus:—

There's a sweet growing grass wherever we pass,  
The shadows upon it a-playing.  
It came when the spring her freshness did bring;  
We're glad that it long will be staying.

The girl and the boy gay sport may enjoy  
Upon this soft carpet around them.  
They roll and they run, they laugh at the fun,  
A portion of elf-land hath found them.

'Mid grasses, know the wild flowers grow,  
And near them some secrets are hidden.  
Each blade is a book if rightly we look;  
To read through the pages we're bidden.

## The May Festival.

By LIZZIE M. HADLEY.

(A May-pole with ribbons or strips of blue and pink cambric should occupy the center of the stage. When they "braid the May-pole" an outer and inner circle is formed. As they sing, the outer circle goes to the left; the inner to the right, winding in and out.)

One side of the stage should have a curtain or large screen to shut out Fairyland. Children representing flowers should be covered with brown or green tissue paper. As their names are called each one pushes aside the covering and stands. A large paper flower may be fastened on each head.)

CHARACTERS.	Minnie, { Mabel, {	Two children.	Morning-glory, { Honeysuckle, {	Fairy Heralds.
Queen of the Fairies,	Violets,	Crocus,	Snowdrop,	
Hyacinths,	Buttercup,	Daisy,	Bees,	Butterflies,
Dandelion,		Queen of May,		
Village boys and girls,		Spirit of May-day.		
Messenger,				

Mabel.—O, Minnie, what lovely ferns! Where did you get them?

Minnie.—Mamma has them in the conservatory, and she gave me these for the May Festival, but I'm afraid I must throw them away.

Mabel.—Why must you do that?

Minnie.—One side is covered with little brown spots, and I am sure they are not fit to use.

Mabel.—Let me look at them. Why, Minnie those brown spots are the seeds!

Minnie.—O, Mabel! are you sure?

Mabel.—Yes, Minnie; when I was in the country mamma showed me some just like them.

Minnie.—Isn't that delightful?

Sings.—(Any simple lively tune.)

Fern-seed! fern-seed!  
Who'll buy fern-seed?  
Little lad! little lass!  
This is what you need.

Mabel.—Why, what will it do,  
Fog me, or for you?

Minnie.—All the doors of Fairyland  
Will swing wide open at your command.  
If you put these seeds within your shoe,  
The world of the fairies will meet your view.

(Sings) Fern-seed! fern-seed!  
Fern-seed! I cry.  
Come, lads and lassies,  
Come here and buy.

Mabel.—How nice it would be if we could see them. Don't you wish it was true?

Minnie.—It is true! All the fairy tales say so. Let's put these seeds in our shoes and I am sure they will come to us.

Mabel.—I'm afraid it is only a story. (Both put fern-seed in their shoes.)

Minnie.—I hope we shall see the Queen of the Fairies. I shall ask her to send some flowers for May-day. I don't believe we shall find half enough (yawns). O dear! I'm so sleepy!

Mabel.—So am I. (Both yawn.) What—did—you—say—about the flowers?

Minnie.—(Almost asleep.) I'm afraid we sha'n't have enough unless the fairies help us. (Both fall asleep. Curtain rises, showing Fairyland and Herald, Honeysuckle and Morning-glory.)

Morning-glory blows his trumpet—  
Fairies from the woodland,  
Mountain and dell,  
Hear ye, hear ye,  
What I've come to tell.  
Grass-fairies, leaf-fairies,  
Flower-fairies all,  
Come ye, come ye,  
Gather at my call.  
Honeysuckle, blow your trumpet,  
Lilies, ring your bells,  
Moonshine and dew-fairies  
Weave with magic spells,  
Lace fine as gossamer,  
Fit for our Queen.

(Both heralds.)—Sweeter one, fairer one,  
Never was seen.  
Gold bees, 'gin your humming!  
Lo! now our Queen is coming,

(Enter Queen. Both kneel.)  
Bow we before thee,  
Queen, we adore thee.

Queen.—Kneel not to me, fair heralds, but tell me how goes the work I gave you to do? Honeysuckle, why are the flowers so late?

Honeysuckle.—  
I've called them, O Queen! but no one has stirred,  
No one has answered a single word.

Queen.—Well, call them again,  
They are lazy things,  
And somebody dust off  
The butterflies' wings.  
'Tis time they were flitting and flying about,  
May-Day is coming, and not one is out.

(Sadly) I'm Queen of the Fairies, Ah me! ah me!  
Nobody knows the trouble I see,  
Flowers are lazy; not one will start,  
Not even the butterflies do their part.

(Bees buzz.)  
Only the bees are willing to work,  
And these true heralds, never will shirk;  
All the work I give them, they're ready to do,  
But where are the flowers? I need them too.  
Now call them again, call loud and clear.  
Tell them their sovereign, the Queen, is here.

Heralds.—Flower fairies, flower fairies, open your eyes,  
Creep from your little beds, yellow butterflies;  
Grass unsheathe your swords o' green,  
And kneel in homage before your Queen.

Honeysuckle.—Hark! there's a rustling!  
Hist! there's a bustling!  
Some one is stirring, I know.

(Both.) Brown earth is parting,  
Somebody's starting,  
Something's beginning to grow,

(Flowers lift their heads and look around.)

Flower.—O, dear! I'm sleepy! sleepy and tired as I can be,  
I don't believe it's time to grow,  
I'm almost sure it is going to snow.  
Why did they call me? I can't see.  
The cold and the flowers can never agree,  
I believe I'll take another nap,  
For I don't like to sit in Winter's lap.

(They all lie down.)

Honeysuckle.—  
O, what lazy things! They've gone back to bed,  
In spite of all that the Queen has said,  
I shall have to blow my trumpet again,

And this time I'll do it with might and main.  
Now, bluebirds, make all the echoes ring,  
And waken the woods with the songs you sing.

*Morning-glory.*—Violet, Violet! lazy thing!  
Bees are humming, bluebirds sing.  
Springtime's come, and Summer's near.  
Violet, Violet, wake up, dear.

*Violets.*—(Lift their heads.)  
You call us, so here we come up to the light,  
Clad in purple, in yellow, in blue, and in white.

*Honeysuckle.*—  
Daffodil, Daffodil, where are you, pray?  
The Queen has need of your help to-day.

*Daffodil.*—  
I'm coming, I'm coming; I know I am late.  
It is sad that our Queen has had to wait,  
But I lifted my head, scarce a week ago;  
There was naught to see but the ice and snow,  
And I knew very well it was no use to wake  
Till Springtime old Winter's ice fetters should break.

*Honeysuckle.*—Crocus! Snowdrop!  
*Crocus and Snowdrop.*—We're coming, dear,  
*Honeysuckle.*—Hyacinth! Hyacinth!  
*Hyacinth.*—I am here.

*Honeysuckle.*—Pretty Dandelion, starry face!  
I've called and looked in every place.  
Alack! Alas! the spring grows old,  
But no one has seen your face of gold.

*Dandelion.*—  
I'm down in the meadow, I'm under the grasses;  
There I wait and I watch for the lads and the lasses.  
Do they want me for May-Day? Whatever befall me,  
To the lads and the lasses I'll come, if they call me.

*Morning-glory.*—  
Now down in the meadow, so blithe and so gay,  
Where is bright Buttercup hiding to-day?  
Buttercup! Buttercup!  
Come, dear, wake up.

*Buttercup.*—  
I'm waking! I'm waking. Now up to the light,  
I'm lifting my head with its cup so bright;  
'Tis filled with dew, to the brim, I ween,  
A sparkling draught for the Fairy Queen.

*Queen.*—Thanks for your draught of honeyed dew,  
Dear little Buttercup, kind and true.  
Now where are the others? O, where is Daisy?  
I think it is strange, she should be so lazy.

*Buttercup.*—  
She's just awake from her winter's nap,  
I left her plaiting the frill of her cap.

*Heralds.*—Vain little Daisy! you mustn't wait,  
The Queen has called; it won't do to be late.

*Daisy.*—I am here! I am here! No one need wait,  
But my pretty white frill I had to plait,  
For, of course, I want to look neat and clean,  
When I come to the court of the Fairy Queen.

*All the flowers.*—  
Of course we all must look neat and fair,  
We must smooth our dresses and plait our hair,  
When we come to the court of the Fairy Queen,  
For, maybe, she'll want us to dance on the green.

#### FLOWERS SING.

TUNE: "Song of the Bobolink from Silver Bells."

O we all are growing, growing,  
Each in his own way,  
And we all are coming, coming,  
Up to keep May-Day.  
Down within the earth's brown bosom  
We've been fast asleep,  
But our Queen has called us now,  
This holiday to keep;  
So we all are coming, coming,  
Up to keep May-Day.  
And we all are growing, growing,  
Each in his own way.

*Queen.*—  
So you've come, pretty flowers! But, Oh, how late!  
Don't you know it is wrong to make people wait?  
Spring-time is here, and I've so much to do,  
The leaves and the grasses are tardy too.  
O, you silly things! So afraid of its snowing,  
That you creep into bed, when you ought to be growing.

But you've come, at last, in spite of the cold,  
And now that you're here it is no use to scold.  
Be ready for work! There is no time to play,  
For to-morrow you all must keep merry May-Day.  
Crocus, Violet, Daffodil, too.  
A crown for the May-Queen they'll make of you;  
Then round the May-pole they'll wreath the rest,  
And I want each flower to do its best.

Will you come every one?  
Will you ope with the sun?  
And never mind showers,  
For May-Day is ours?

*Flowers.*—O, yes, we'll come, we'll all be there,  
We'll help to deck the May-Queen fair;  
Our brightest blossoms we'll lay at her feet,  
And we'll fill the air with our fragrance, sweet;  
We'll wreath the May-pole with garlands, gay,  
And thus we'll help keep merry May-Day.

*Queen.*—I trust each flower will do its duty,  
And each have a place in the garland of beauty.  
But, hie! Some one comes! What is it I hear?  
Something tells me that mortals are near,  
Whence they come, who they are, I have no means of  
knowing,  
But I see it grows late, and 'tis time we were going  
No mortal should look on a fairy, to-day;  
So, fairies and flowers, we'll vanish away.

(Curtain shuts them from sight.)

(Voices outside.)  
Minnie, Mabel! Where are you straying?  
Little laggards! you've missed the maying!

(Enter two girls.)  
O, here they are, asleep on the green,  
Wake up, little lassies, and welcome the Queen,  
Minnie and Mabel, (starting up).

Who? What? Where are they?  
*Girls.*—Here we are, sleepy heads. Come, wake up, the  
"Queen o' the May" is coming.

*Minnie.*—O, you've frightened them away.

*1st. girl.*—What is the child talking about?

*Mabel.*—Yes, they've gone. Why did you come so soon?

*2nd. girl.*—Look at our lovely flowers! We didn't expect to  
get so many, but we found the fields bright with them.

*Minnie.*—I know it. She told them to be ready.

*Girls.*—Who told them?

*Minnie and Mabel.*—The Queen of the Fairies.

(Girls laugh.)

*Minnie and Mabel.*—You needn't laugh, we've really seen her  
and heard her call the flowers. We put fern-seed in our shoes,  
and then—

*Girls.*—And then, you went to sleep, and dreamed it all.

*Minnie and Mabel.*—We truly saw them and we heard them,  
too.

*1st. girl.*—You shall tell us all about it sometime, but not now,  
for here comes the May Queen. Enter Queen, followed by boys  
and girls singing. Tune: "Red, White, and Blue."

O May Queen! O May Queen! you're coming,  
Right gladly we greet you to-day;  
The birds sing and bees now are humming  
To welcome you, Queen of the May.  
Thy subjects, we bow now before you,  
With flowers, we'll deck your bright hair;  
The garlands we weave, we'll fling o'er you,  
And welcome you, May-Day so fair,

(Repeat last line.)

*Girl.*—We welcome and crown thee now, O Queen of the  
May! Though thy reign is brief, may it be a happy one. And  
we vow—

*All.*—Yes, we vow,  
One and all, before thee now,  
Honest, loyal, true, we'll be,  
Ever faithful unto thee.  
At thy feet, behold us now,  
See us bend a lowly knee,  
Hear us vow—

*Queen.*—No more, my subjects; I accept thy fealty.

(Enter, boy with a basket of flowers. He kneels and offers  
the flowers to the Queen.)

Dame Nature's love to the Queen, to-day,  
And she trusts they shall both be friends for aye.

*Queen.*—Thanks, for the flowers Dame Nature sends,  
May she and the May-Queen ever be friends.

(Enter bees.)

*Queen.*—Buzzing and buzzing in black and in gold,  
Buzzing and buzzing! Dear me! how they scold!  
Now pray who are these?



*Bees.*—Why, we are the bees.

*Queen.*—So, you are the bees. What work do you do?

*Bees.*—O Queen! we gather sweet honey for you.

*Queen.*—Dear little workers, so busy, always,  
You are welcome here to the Queen o' the May,  
Flitting and flying, now here and now there,  
Like little gold leaves in the sunshiny air.  
What are these, dancing before my eyes?

*Butterflies.*—We, O queen, are the butterflies.

*Queen.*—And good for nothing! Ah me, what a pity!

*Butterflies.*—Why, yes, O Queen! we were made to look pretty.

*Queen.*—Ah, well! in spite of its abuse,  
Beauty I see may have its use,  
So, pretty butterflies, bright and gay,  
The May Queen welcomes you here to-day.

*1st. girl.*—What queer little figure in gold and green,  
Now kneels at the feet of our gracious Queen?

*Spirit.*—The spirit of May-Days, long since o'er,  
I come to look at your sports once more.

*Queen.*—O, spirit of Mays that have long since fled,  
Kneel not, but stand by my side instead.

*Spirit.*—And so you are Queen o' the May, my dear,  
The best and the fairest month i' the year.  
Have you heard the story that's sometimes told  
Of that wonderful city whose streets are gold?  
All those who enter therein, they say,  
Shall dwell in a season of endless May.  
'Tis for this that our May to mortals given,  
Of yore was oft called the "month of Heaven."

*Queen.*—A better and fairer month, I ween,  
Never welcomed a happy Queen.

*All.*—Now form a ring,  
We'll dance and sing  
Around the Queen to-day;  
Our gowns and head  
Are all bespread  
With posies bright and gay.

(They form a ring and dance round the Queen, singing to any lively tune.)

Hey for the May Queen,  
The merry May Queen,  
Hey for the Queen o' the May.  
Loud let us sing,  
And dance in a ring,  
As we welcome her here to-day.

*Queen.*—Thanks for the pretty song, you sing,  
And the welcome you give to me  
May this May-Day bright, to long, long life;  
But a happy prelude be.  
Now dance round the May-pole with me to-day  
And thus you will honor the merry May-Day,

*Minnie.*—Are we going to dance now? How I wish the  
fairies could see us!

*Queen.*—Silly child! there are no fairies!

*Minnie.*—O, there must be, for I saw them this morning.

*Mabel.*—So did I. O, how pretty they looked!

*Both.*—We saw the fairy Queen wake the flowers.

*Queen.*—What do these children mean?

*Girl.*—An' it please your gracious majesty; they fell asleep  
while we were a-maying and I suppose they dreamed of fairies.

*Spirit.*—Nay, hide no more, it was not a dream,  
And things to the children are just as they seem.  
They both have fern-seed in each shoe,  
And they see strange things that are not for you.

(Turns to the children.)

The fairies dear, may not come to you;  
No mortal again their charms shall view,  
And never more shall the fern-seed spell  
To you the fairies' secrets tell.

(Children begin to cry.)

Nay, dry your tears, let them drop no more;  
Come, sing like the birds to-day;  
Forget your sadness for life is gladness,  
Now dance, and be merry and gay.

*Queen.*—Come, take your places, line within line,  
Let me see how the May-pole you'll entwine.  
Now one by one, go out and in;  
Each hold a ribbon, and we'll begin.  
Here's a ribbon, pink as the Mayflower, true,  
And this is blue as the skies own hue.

(They all join hands and braid the May-pole. Sing. Tune:  
"Lightly Row.")

May is here! May is here!  
Dance we now without a fear,  
Here we go! Here we go,  
Feet as light as snow.  
Round and round now in and out,  
Dancing, dancing all about,  
O, what fun! O what fun!  
May has just begun.

## Correspondence.

### Pansy Day.

As April days grow milder the time comes to set out pansies. My scholars go to the greenhouse and get them and set them out about April 10, calling it "Pansy Day." We often quote Shakespeare who made Ophelia say, "And there's pansies; that's for thoughts." Darwin says that he could not solve the problem of the pansy. Most of the florists believe that it comes of hybridizing the viola tricolor, with varieties of the same species from Asia.

Lady Mary Bennett, daughter of the Earl of Tankerville, at Walton-upon-Thames, in England, in 1810, began to experiment in the culture of pansies. She and the gardener developed several new varieties; the florists caught the idea, and in a few years large premiums were offered for new and fine pansies. France, Germany, England, and Scotland brought out wonderful pansies and the French now lead the world in the production of this flower. Seeds of the finest French pansies cost \$3 an ounce. The biggest of the French pansies measure nearly three inches across, and the golden ones are the prettiest things in the world.

The pansy always languishes indoors and isn't half as much afraid of frost as of artificial heat. It likes at ordinary times a night temperature not above 45° or 50° Fahrenheit, and pines in the midday glare of a summer sun. A single strong pansy plant, if never permitted to develop seed, will produce 100 blossoms in a season.

The culture of this pretty plant should be encouraged by every teacher; in April, May, and June there is scarcely a day that my table has not pansies in a tumbler of water.

E. L. M.

*Rockelle.*

1. What causes the swinging of the hands in walking?

2. Why does a person when lost often go in a circle, and which direction does one always turn in that case?

E. E. W.

1. There is a law of harmonious relation that governs the positions of the different parts of the body. A fine horse, if you tie one of his feet out of place will rearrange the other three to restore this harmony, which makes his comfort. A result of this law is a corresponding one in gesture. It is called the law of opposition. The right hand has a tendency to swing forward with the left foot and *vice versa*. A gesture of either hand to the right is accompanied by an inclination of the head to the left, etc. A study of Greek statuary and of the free movements of the dumb animals reveals many co-ordinations resulting from this law. It is, probably, a law of balance. Study Delsarte.

2. Because one foot takes shorter steps than the other. The shorter leg will describe the inside track and determine the direction of the circle.

In reply to "Subscriber's" request for a *tried recipe* for making papier-mache, I give the following which works to a charm: Take old newspapers, tear into small pieces, put into any convenient vessel, pour on *boiling water* and stir thoroughly with a wooden paddle. In making maps absorb the moisture from the pulp by pressing your map with a dry cloth.

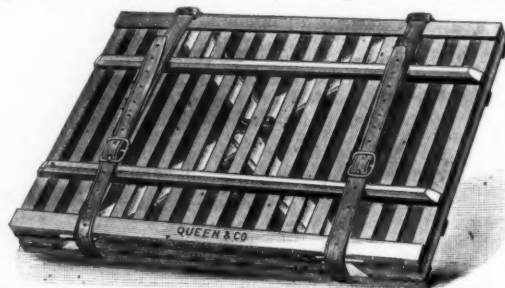
Will "Subscriber" kindly report success of his trial?—Our first attempt failed but a little care in taking *boiling water* and *thorough stirring* brought success.

D. S. HANKINS.

Can you tell me where I can get a plant press? I have often had occasion to use one, but have never been able to find a press that met the requirements.

H. K.

A good one, made by Queen & Co., Philadelphia, is shown in the accompanying illustration. It consists of two lattice-work frames of standard size, 11½ by 16½ inches, made of strips of well-seasoned wood, and put together with four cross-bars, so as to give firmness, and yet some elasticity when drawn together. The frames are held together by two straps, these in turn being held in place on three of the corners by small guides, which allow the



straps to move freely in one direction. The one corner being left free, all that is necessary in order to open the press is to unbuckle the straps and throw them to one side; in closing the reverse of this movement is followed out, and one would be surprised what pressure can be had by the use of straps encircling a press. A feature has been added whereby the papers, used and unused, may be kept separate. It consists of elastics, as shown in the illustration, which extend from both sides of the press and are caught together at the center by a suitable hook. The botanist who has had his papers blown about on a windy day will appreciate this arrangement. The press is light (weighing but 22 ounces) yet firm, is easily opened or closed, and is especially suitable for those who use a press only, collecting the specimens and pressing them at the same time.

## Editorial Notes.

Education is regarded as a profession in British Columbia. Even the country schools are supplied with trained teachers. In an official report at hand we note many instances recorded where schools number from one to two dozen pupils. The teachers of these small schools draw salaries of \$50, \$55, and \$60—even up to \$75 per month. A school of 56 pupils has a teacher at \$60 and a monitor at \$40 per month. Serious mention is made of a case in which the trustees failed to appoint a duly certificated teacher. Evidently our proud Republic is behind in some matters.

The Teachers' Bazaar, to be held in the Academy of Music, Brooklyn, next week, for the purpose of increasing the permanent fund of the Teachers' Aid Association, with a view to assisting sick members and pensioning the retiring veterans of the service, promises to be a great success. We hope it will. Whatever may be said pro and con regarding the pensioning of teachers by the state, no objection can be urged to their pensioning themselves. Organizations of the character of The Teachers' Aid Association should exist among all classes of workers, and we are glad to see the teachers of our large cities lead off by their vigorous measures for securing prosperity to their societies. We cannot approve of all that has been said and done in soliciting contributions to the Fair, but with the object of the association and with its general management we are in hearty sympathy. We trust the bazaar will realize the sum upon which the teachers have set their hopes.

We hardly need call attention to the article by T.G. Rooper, on "Apperception," which appears on another page. Mr. Rooper is one of the clearest writers on pedagogical psychology that the day affords. His "A Pot of Green Feathers," republished by us with the author's consent under the title "Apperception," has made him a name in this country. No more charming little work for the cultured reader, or easier introduction to psychology for the young student, has appeared. We know our readers will enjoy the article fresh from Mr. Rooper's pen given in this number.

Pratt Institute, Brooklyn, is becoming a headquarters for liberal thought and advanced movements. One of the free meetings held recently in its assembly hall discussed Home and Society, their true relations to each other. The sub-heads under which this question was considered included "Is American Society Tending to an Over-estimate of Wealth and Position?" and "What is true Position in Society?" The speakers were Miss Grace Dodge, Mrs. Almon S. Goodwin, and Mrs. Franklin W. Hooper. Miss Dodge is well known for her life of devotion to humanitarian interests, especially on behalf of the working girls of New York City and vicinity, whom she has helped to help themselves toward more cultured living. Such work on the part of wealthy women would better fill their lives than the pursuits of fashion, and would unite two widely severed classes in one mutual effort toward improved social, domestic, and industrial conditions. The Brooklyn Institute doubtless recognizes the value of the work that is being done in this direction.

The appointment of Rev. Dr. M. W. Stryker as the ninth president of Hamilton college, was followed on Jan. 17, by his inauguration. One of the charming features of the inauguration ceremony was the passing of a resolution recognizing the eminent services of Prof. Edward North. Pres. Stryker gave a ringing address. One good point was that Hamilton college was not aiming to be a university—only a college; another was that he would give his time and efforts to the raising of funds to pay the professors suitably. The college has a glorious record; it has done sincere and solid work. How many poor young fellows it has encouraged! The writer was one of these and will never forget how every professor had words of cheer when he was striving at the "academy" to make ready for entrance.

The Southern Indiana Teachers' Association, met at New Albany March 29, 30, and 31. Supt. Hoffmann, of Washington, gave the inaugural address. "Compulsory Education," "Nature and Scope of the Teachers' County and State Examinations," "The Tendency of Educational Development," "The Function of Literature in the Schools," "The Kindergarten and its Relation to the Public Schools," were the subjects discussed.

Paterson, N. J., is certainly educationally active, judging from a circular of Supt. J. A. Reinhart, which gives notice of a meeting of teachers. Kindergarten, Drawing, Composition, History, Numbers, and Geography were the subjects for April 4.

At the Northern Indiana Teachers' Association, held at Lafayette March 30, 31, and April 1, about 500 teachers and school officers were in attendance.

The inaugural address of Supt. Edward Ayres had for its subject "The Function of the Public School," and was a plea for a broad social ideal of education as opposed to a narrow utilitarian or commercial ideal. Two papers, one "The Ideal Superintendent," and the other "Ideal Teacher," supplemented each other capably. Pres. George S. Burroughs, lately elected president of Wabash college, gave a scholarly address on the "Mutual Helpfulness of the School and the College," claiming that the college had justly an important place in the educational system of the country. The symposium, "English as Taught in our High School," showed that unusual attention is given to this subject. The next meeting will be held at Frankfort.

The next annual convention of the Prince Edward Teachers' Institute will be held at Picton, Prov. of Ontario, May 18-19. In connection with the meeting there will be an exhibition of specimens of work from the various public schools of the county.

A prominent Florida teacher writes: "Messrs. White and Parker did grand work for us. The former was very specially appreciated for his helpfulness, and Col. Parker greatly excelled himself in his lecture on 'The Child.' It certainly was a very masterly effort, and his hearers seemed to lend him inspiration by their responsiveness."

### Northeastern Wisconsin.

The N. E. W. Teachers' Association met in Oshkosh, March 28-30.

*Program:* Lecture on "Brains," Dr. F. M. Bristol, Chicago; "Systematic Drawing," Miss Harriet C. Magee, Oshkosh normal; "Science Teaching in the Common Schools," Prof. Chas. H. Chapman, Milwaukee normal; "Place of Memory in Education," Prin. Otto Gaffron, Plymouth; "The Study of History in the High School," Prof. Thos. E. Will, Lawrence university; "Personality as a Teaching Force," Mrs. Chas. W. Everett, Oshkosh; "The Aim of the High School," Pres. Chas. K. Adams, Wis. state university; "Some Inside Workings of Our High Schools," Prin. P. H. Hewitt, Manitowoc; "The Place of the Teacher as Character Builder," Prin. Karl Mathie, Wausan.

The program was carried out nearly as set down, with the exception of Pres. Adams' address, in place of which Supt. Wells read a paper and Pres. Harvey, of the Milwaukee normal gave a short address. The chief interest seemed to center on the "Science Teaching." Steps were taken to have parts of this and a last year's paper published, to give to teachers a synopsis of work in botany, physics, mineralogy, etc.—all teaching to be with objects.

Prin. Hewitt's paper on "Some Inside Workings of Our High Schools" was a spirited one. The leading thought was concentration instead of differentiation in high school courses. Attention was called to the necessity of teaching the relations of subjects, and of more oral teaching. In the discussion following Supt. Patzer, of Manitowoc, spoke effectively, claiming that the work of our high schools has been wrested from the right aim, and with disastrous results. The aim to make the secondary schools feeders to the university had caused the differentiation in courses of study; the aim to make them supply teachers for the state had shut out those who would otherwise find more congenial work in them. (Wisconsin has a law requiring theory and art of teaching to be taught in every free high school course.) His plea was for the high school to be a people's school.

Pres. Harvey, in his address, favored shortening, by one-half or more, the work in lower grades in writing, grammar, geography, and arithmetic, claiming that all necessary parts of these studies—and more than is now taught—might be gained in one-half the time, leaving the remaining time for science teaching, drawing, simple geometry, etc. The work was profitable.

E. D. ROUNDS.

Hiram W. Silbey, of Rochester, has presented \$50,000 to Cornell university for the erection of a new building to be used as a college of mechanical and electrical engineering. The building is to be completed before the opening of the university in September.



### Spelling Reform at Washington.

At a spelling reform symposium, held by the Anthropological Society of Washington, Prof. March showed by incontestable facts the value and necessity of the reform; 1, on a score of a right etymology which our present orthography disguises; 2, for the sake of economy in our printing, in which millions would be saved by throwing out useless letters; 3, for the wider and better public education which our difficult spelling hinders; and 4, for the sake of the millions of children who, on the average, are obliged to spend two extra years of time in needless drudgery, in learning or trying to learn an absurd spelling which everybody laments and condemns. Rehearsing the history of the movement, he pointed out the long strides of progress already made, in winning over the two great national Philological Societies of England and the United States. He gave numerous citations from the greatest living authorities in our language, such as Max Muller and the men of the English Universities, with Prof. A. D. Whitney and hundreds of other distinguished scholars in this country, who have pronounced strongly in favor of the proposed changes. To many of his hearers it was a revelation. They were astonished at the splendid array of great names already committed to a reform which they had supposed was the work of a few cranks and schoolmasters anxious to win fame through a new alphabet and spelling book. Dr. W. T. Harris, our learned Commissioner of Education, followed with one of those clear, incisive and convincing speeches which have given him his reputation as one of the ablest thinkers in this country. He has long been one of the staunchest and wisest advocates of the spelling reform, and on grounds wholly practical, established by experiments as conclusive as they were thorough. He gave us an account of the experiments tried in the scores of primary schools of St. Louis under his superintendency, which amply proved the truth of the statement that an average of two years of time would be saved to our school children by a phonetic spelling. Space will not allow me to follow his argument, nor those of the men who continued the debate through two more evenings. Fortunately a Committee of the H. of Rep. requested Dr. H. to prepare a letter on the reform, and it will doubtless be published in the public documents. The Anthropological Society will also publish the debate in full.

The immediate result of the discussion has been a large increase of public interest in the subject, and it is said, an increase of the sentiment in its favor. Many of the members of the Society have declared themselves on the side of the Philological Societies, and may be counted among the strong advocates of the reform. The opposition if not silenced, will be wary of calling another such symposium.

1. Drop *UE* at the end of words like dialogue, catalogue, etc., where the preceding vowel is short. Thus spell demagog, epilog, synagog, etc.
2. Drop final *E* in such words as definite, infinite, favorite, etc., where the preceding vowel is short. Thus spell opposite, preterit, hypocrit, requisit, etc.
3. Drop final *TE* in words, like quartette, coquette, cigarette, etc. Thus spell cigaret, roset, epaulet, vedet, gazet, etc.
4. Drop final *ME* in words like programme. Thus spell oriflam, gram, etc.
5. Change *PH* to *F* in words like phantom, telegraph, phase. Thus spell alphabet, paragraf, filosofy, fonetic, fotograf, etc.
6. Substitute *E* for the diphthongs *Æ* and *Œ* when they have the sound of that letter. Thus spell eolian, esthetic, diarrhea, subpena, esofagus, atheum, etc.

### Paul E. Lauer.

(In Memoriam of Paul E. Lauer, one of the supervisors of the Cleveland public schools, who died in that city February 20, 1893, at nearly 31 years of age.)

When it became known last summer that Superintendent Draper had appointed Dr. Lauer as a member of the supervising staff of the Cleveland public schools, the friends of education were highly gratified, for it was believed that Dr. Lauer was well qualified for such work. His having been a pupil in the Cleveland grammar schools, a graduate of one of its high schools, and that he had pursued his college course at the Western Reserve university, an institution located in this city and of which Cleveland people are justly proud, and his several years' experience in the public schools of the state seemed to make the appointment altogether appropriate. He had completed a post-graduate course at the Johns Hopkins university, and last June had received the degree of doctor of philosophy. He entered upon his duties with the energy and enthusiasm that had characterized his student life, and though six months is a short time to enable any one, however great, to measurably influence the character and spirit of instruction of a large city, yet in that time he won the love and esteem of his co-workers and of those intimately associated with him.

Some men develop slowly; during one period of life a certain force predominates; after a time another force gets the mastery; equilibrium comes only after many years of counter struggles; self-mastery comes only with mature years, and symmetry of character is a product of age. But other men develop rapidly. Their life forces seem to be always in balance; they never sow wild oats; they never reap taxes; they do not have to reform the vices of early years before they can become useful to themselves and to society. With such men, years are not the chief condition of completeness, nor is it necessary that they live long in order to become great in character. Paul E. Lauer belonged to the latter class of men. He was great in heart, well disciplined in mind, symmetrical in character, modest of manner, considerate of the feelings of others, and pure in thought and conversation. From a human standpoint his character and life seemed ideal. His intellect controlled but did not impoverish his emotional nature; his heart was strong and tender, but his sympathies were not allowed to warp his judgment. His mind was of the reflective, philosophical type, but he chose to be a student of the humanities rather than of philosophy. His scholarship was accurate and broad, but he was never so abstracted in thought as to forget the little amenities of life. He was a lover of books, but no one ever thought of him as bookish. His studies were generally of a historical nature and yet he lived pre-eminently in the present. He had fitted himself to teach young men in college, but deemed child-life as he found it among the boys and girls of the public schools worthy of his entire attention and best

efforts. It was apparent he had the elements of a great teacher; all that he had, all that he was, he consecrated to his profession. Had he lived he would undoubtedly have become a leader in the educational world. His life though short was too complete to be mourned as a shattered vessel. The lesson his life teaches us,—fullness in every-day living, not length of days, is the measure of perfect manhood.

Cleveland, O.

G. D. STAY,  
Assistant Superintendent of Instruction.

### Buffalo, N. Y.

The subject of examination (referring to the so-called Regents) has been much debated in the papers.

Superintendent Emerson says: "I am inclined to think that too much time is given to examinations and I intend to gradually abolish them, beginning with the lowest grades and continuing the change as fast and as far as the results shall seem to warrant. At the end of the present term promotions in the three lowest grades will be made upon the judgment of the principal and teachers with an opportunity of examination or of appeal to the superintendent in case of dissatisfaction."

Prof. F. A. Vogt, principal of the high school, said: "Two examinations each year are too many, as thereby two weeks are virtually wasted. We ought to have one in June, but I believe the February tests could well be dispensed with."

"I do not think that, as a rule, examinations hurt scholars. Little children come to school and beg to be 'zamin'd,' and I have yet to see a student that wanted examinations abolished. In 11 years of experience I have never seen a student made sick by fear or anxiety over an examination, and I do not believe that they are the bugbear they are represented to be."

Dr. James M. Cassey, principal of the normal school said: "I do not believe in the present system of examinations. They hang like a nightmare over children's lives, and are very injurious, particularly to young girls, who are affected by the nervous strain and excitement. In my experience I have known many girls confined to their beds with nervous diseases after examinations."

"Examinations spoil teachers, leading them to instruct scholars to be able to pass the examinations and so largely cram the memory instead of developing the understanding."

"I would have pupils promoted on class recitations by the judgment and on the recommendation of the teacher in charge. That would require good teachers of course, and they are what we ought to have."

Passing is an art and that one passes and another does not is no sign that the first is the better scholar."

Mrs. Lily Lord Tift said: "I should like to see the Regents' examinations reduced to a minimum. I think many of the questions are 'catch questions' and unfair. I don't know how much benefit the city derives from the university, but it ought to be a good deal to counterbalance the harm its examinations are doing."

### World's Fair Notes.

The prospects are that the opening ceremonies of the Columbian Exposition will take place in the open air and not in Choral Hall as was at first decided.

The Viking ship, which is to be shown at the World's fair, left Christiania last Sunday. She will cruise along the coast in order that the people may have an opportunity to see her, and early in May will sail from Bergen to the United States.

The caravel *Santa Maria* arrived at Havana from Porto Rico on Sunday last. She was welcomed by cheering crowds at the docks.

The exhibit of the University of the City of New York will consist of a complete exposition of the methods of instruction in vogue, a set of photographs of the university buildings and of the new site at 200th street, together with plans of the buildings to be erected, a few of the rare books and manuscripts of the Paul de la Garde Oriental library of 17,000 volumes recently purchased from the Royal Society of Gottingen, and works published by members of the faculties. There will also be in the exhibit the original battery and instrument used by S. F. B. Morse, and the first photograph of the human countenance which was made by John W. Draper.

Miss Juliet Carson, the first American organizer of cooking schools and kitchens, will have charge of the New York exhibit of cooking schools.

Mrs. Strong, a wealthy and philanthropic California woman, will build a pavilion of pampas grass.

The exhibit from the schools of New York city will consist of 350 volumes of 500 leaves each, representing the work of the pupils in all departments, and embraces specimens of the work in language, drawing, number, geometry, bookkeeping, sewing, paper-folding, cutting, and designing. The exhibit of manual work will be extensive. There will be drawings, some of them the work of entire classes, designs for wall paper and oil cloth, mechanical and artistic paper-cutting, boxes, colored maps, geometrical development, and cooking with explanations of processes. The volumes will be put in cases and can be handled.

The important point is that the exhibit consists of actual school work, not work done at home or under private instructors; and that every pupil is represented; it is not selected work.

### The Children's Building.

The Children's building adjoins the Woman's building. Mr. Alexander Landier who designed the Children's Pavilion at the Paris Exposition is the architect; the decorations are in the hands of the International Kindergarten Association. Sixteen shields, four on each wall, will form the outside decoration, and on each of these will be painted the figure of a child clad in the costume of some foreign nation. The decorative designs of the interior consist mainly of quaint and beautiful pictorial studies, each of which will have some significance beyond that of merely decorative character. Between the windows will be medallions illustrating the various studies and occupations of children, alternating with other medallions showing the signs of the



zodiac, in which the signs will be represented by cherubs variously treated. In addition to these, there will be scenes representing the seasons of the year, panels illustrating Grimm's Fairy Tales, and in the sloyd and deaf-mute rooms appropriate designs showing in the one the various processes of wood-carving, and in the other the different methods of teaching the deaf and dumb.

The exhibit is to be of an educational character exclusively. The work has been laid out on the broadest possible scale, aiming to embrace everything pertaining to child life in all nations.

There will be a model *creche* in charge of Miss Maria M. Love, of Buffalo, N. Y., which will be supported by the Board of Lady Managers of New York. In connection with this department will be given short lectures on the best methods for caring for infants.

A model *kindergarten* will be conducted under the auspices of the International Kindergarten Association.

Miss Emily Huntington, of New York, has charge of the *kitchen-garden* and *domestic* department.

The *sloyd* department will be as complete as it is possible to make it. It is supported by Mrs. Quincy Shaw. *Physical culture* will be explained and illustrated by Mrs. Charles Barey.

A *library* of children's books of all nations will be in the hands of Mrs. Clara Doty Bates.

The *deaf mute* department will be equipped and supported by Pennsylvania women.

Illinois will furnish the *playground* which is expected to be the most attractive feature of the building. The roof will be transformed into a beautiful garden enclosed by a wire netting which will make it perfectly safe. Birds and butterflies will be given the freedom of the enclosure.

Mr. Th. H. McAllister, of New York, has donated a fine stereopticon which will be used to illustrate the lectures given to the children in the assembly room.

### New York City.

The death of John G. McNary, principal of grammar school No. 83, was a great shock to his friends, for he seemed to have recovered from the blow on the back of the head by a footpad who robbed him; this attack brought him very low for a time. Mr. McNary began teaching in 1851; he became vice-principal of G. S. 45, then principal of G. S. 11; then he went into business for a few years; then became principal of No. 1. This school he built up in a wonderful manner. He was appointed as principal of G. S. 83 in 1886.

Mr. McNary was held in high esteem as an educator, valued for his sound judgment, and loved for his warm friendly attitude towards those who knew him.

New York city has one feature in its educational provisions, unique and commendable, to wit, its courses of evening free lectures to the people. The design of these lectures is to supplement the public schools, furnishing, in lecture form, to adults much of the results which pupils arrive at in class-room work.

They embrace lectures on history, travel, geography, geology, physiology, hygiene and sanitation, electricity, literature, and whatever is entertaining as well as educational. The stereopticon is freely used in all lectures.

The season just closed has been the most successful, and warrants still greater expectations for another year. The halls have been taxed to accommodate the audiences. The audiences, already educated up to a high standard in their demands of lecturers, have been enthusiastic and appreciative.

Among the lecturers of the past season have been, Prof. J. K. Rees, of Columbia, Dr. C. A. Doremus, Mr. G. P. Serviss, Profs. W. D. Heyer, F. Starr, M. H. Paddock, C. S. Smith, W. H. Goodyear, Dr. E. R. Von Nardorff, Dr. H. A. Mott, Mr. W. O. Stoddard, Dr. Henry M. Leipziger, Rev. Dr. R. S. McArthur.

The lectures are under the full control of Dr. Henry M. Leipziger, assistant superintendent of instruction, for the city, ably seconded by Messrs Miles O'Brien and Randolph Guggenheimer, committee of the board of education on the evening course.

Dr. Leipziger is a graduate of the college of the City of New York. (1873), and was formerly a teacher in the city. He has made a national reputation in his support of manual training in school form. In 1884, he founded the Hebrew Technical institute and was president of it for seven years. In 1888 the degree of Doctor of Philosophy was conferred upon him by Columbia college. He has made several visits to, and spent several years in, Europe in study and travel, and has written several educational publications. He is well known as an educational lecturer.

### Teachers' Columbian Hall.

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## New Books.

Caroline A. Faber has prepared *The New Script Primer*, the object of which is to develop a script vocabulary, so that the child can read and write from one to two hundred words before the transition is made to print, and the regular book taken up. It will not only relieve the teacher of much labor of copying on the blackboard, but will be the means of securing better results. The principal features of the book are: (1) One vocabulary at a time and the script one first; (2) an easy and logical development of the vocabulary; (3) review lessons; (4) illustrations; (5) special effort has been made to present a perfect handwriting; (6) the transition from script to print is made by associating the script word and sentence with the corresponding print word and sentence. Several pages of pure print are given at the end. The method of accustoming the child to the script words first is an excellent one; and its effects will be seen in the greater progress of the child. (Potter & Putnam, New York.)

The part that electricity plays in the modern world renders it particularly necessary that the youth should understand its applications. A book that has been prepared by G. E. Bonney will not only assist in becoming acquainted with electrical appliances, but will afford much pleasure. *Electrical Experiments* was written in response to suggestions received from correspondents, and hints given in letters, that the author should write a book showing how induction coils and other electrical apparatus can be used for instructive amusement. It describes how simple electrical apparatus can be made by the boys at home from materials obtained at little cost. There will no doubt be a wide demand for the book, as the subject is brought down to the comprehension of ordinary experimenters. (Macmillan & Co., 112 Fourth avenue, N. Y.)

An Ethical series has been planned, each volume of which will be devoted to the presentation of a leading system in the history of modern ethics, in selections or extracts from the original works. There will be included explanatory and critical notes, a bibliography, a brief biographical sketch of the author of the system, a statement of the relation of the system to preceding ethical thought, and a brief explanation of the main features of the system and its influence on subsequent ethical thought. As planned at present the series will include the systems of Hobbes, Clarke, Locke, Hume, Kant, and Hegel, each of which will be expounded by a specialist in this branch of science. The series will be of great value to students of ethics because of the concise presentation of each of the leading systems. The first volume in the series is on *Hume's Ethics*, by Dr. J. H. Hyslop, of Columbia college. The whole of Hume's original treatise on "Morals" has been included and the selections are only taken from his work on the "Passions." There is also much material for a study of Hume, consisting of a biographical sketch, observations on Hume's skepticism, etc. (Ginn & Co., Boston.)

Some weeks ago THE JOURNAL had occasion to criticise an article entitled "How to Learn a Language in Six Months," which referred to the Gouin method as though that were a great discovery. It was shown at that time that it was not necessary to look to Europe for the best system of language teaching; that those employed by the Berlitz schools of languages, Th. Heness, Drs. Saver, Worman, and others are far better than those employed in Europe at the present time. We would like now to speak of another teacher, Charles F. Kroeh, A. M., professor of languages in the Stevens institute of technology, Hoboken, N. J., who is the author of a little book, *The Living Method for Learning How to Think in French*, in which his method of teaching that language is set forth. This method (the natural) was invented by Prof. Gottlieb Heness in 1865 and has been widely diffused by Dr. Saver and others. Time is not wasted at first on rules or grammatical constructions, which usually confuse the mind and leave one without the ability to speak the language, but the teacher begins with conversations about familiar objects, skillfully weaving the words thus learned in longer sentences, and thus getting the pupil to think in the foreign language. Grammar is taught in instalments as needed, as soon as it can be explained in the new language. Translation is postponed as long as possible. This method has been attended with excellent results. (Charles F. Kroeh, London, Eng., and Hoboken, N. J.)

One of the most wonderful authors of the present century—wonderful for the number of his works as well as for his versatility—is the elder Dumas. Although he has written many excellent dramas it is as a novelist that he has gained his great reputation. An idea of his style in the latter field may be obtained in the *Episodes from Le Capitaine Pamphile*, edited, with notes by Edward E. Morris, M. A., professor of modern languages in the University of Melbourne. The book is lively and interesting, and a model of rapid and animated story-telling. It will be sought by those who wish to become acquainted with French literature and who are looking for profitable and interesting reading. (Longmans, Green & Co., London and New York.)

In his little book, *Talks with My Boys*, lately issued, William A. Mowry says: "There is a way of presenting a subject which obscures, confuses, and repels, utterly failing to win or convince; and there is another method which is agreeable and attractive, and which seldom fails to produce the desired effect." This especially applies to writings for the young. One must not expect to find them moral philosophers, but they can appreciate the point to a story. Mr. Mowry shows by this volume that he can tell a story in an attractive manner, embodying in it a point of ethics or valuable information. His "talks" are on a great variety of subjects, such as "A Purpose in Life," "Dogs and Boys," "What Shall Boys Do?" "President Garfield's Election and Death," "Be Exact in Thought and Word," etc. The three thousand grown-up boys who have profited by Mr. Mowry's instruction will thank him for this reminiscence of their school days; while the growing boys all over the land will be strengthened by it in all that constitutes true manliness. (Roberts Brothers, Boston. \$1.00.)



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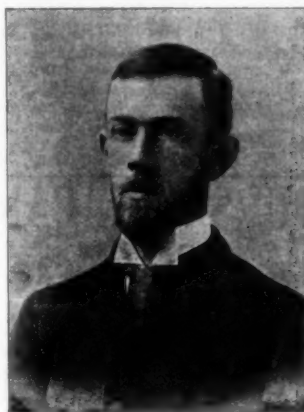
Probably more trouble is experienced in learning to spell the English than any other language spoken by a civilized people. Everybody admits that if our spelling was more phonetic it would be a great economy for children and foreigners learning our language. But custom holds us to the old forms, however undesirable, and these are not likely to change much right away. The author of "How Do You Spell It?" W. C. T. Hyde, does not attempt to reform the spelling, but simply to reform the method of learning words. He holds that the best spellers are those who can hold a picture of the written or printed word in the mind. This is proved by the fact that printers and proof-readers acquire great expertness in spelling, while those who learn to spell orally are usually very inaccurate spellers. In carrying out the idea of impressing an accurate visual presentation of the word on the mind, an alphabetical list of English words is given, with the letter or letters that are likely to be misplaced, omitted, or substituted for another letter or letters, printed in heavy face type. The suggestions embodied in the book might be used to advantage in the school-room. (A. C. McClurg & Co., Chicago. \$1.00.)

Seymour Eaton and Florence A. Blanchard have combined much instruction with amusement in *Forty Friday Afternoons*. The teacher who has had to puzzle her brain for something new will find much help in this little book. Abundant provision is made of school-room games, matches, observation lessons, recitations, imaginary travels, biographies, experiments, debates, puzzles, search questions, etc., so that with this manual no teacher need be at a loss for novel and interesting exercises. (New England Publishing Co., Boston and Chicago.)

W. S. Lyon, M. A., has edited for Heath's Modern Language series *Les Enfants Patriotes*, by G. Bruno. It is an interesting story in somewhat easy French. There is an extensive vocabulary and appendixes giving the French irregular verbs and the personal and relative pronouns. (D. C. Heath & Co., Boston. 25 cents.)

### Simeon Ford.

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## Literary Notes..

—Prof. S. N. Patten is the author of a monograph treating of *Cost and Utility*, and published by the American Academy of Political and Social Science.

—*Personal Reminiscences*, 1840-1890, with some not hitherto published of Lincoln and the war, by L. E. Chittenden, have lately been issued by De Wolfe, Fiske & Co., Boston.

—*I Forbid the Banns* is the title of a novel, soon to be published by the Cassell Publishing Company. The author is Frank Frankfort Moore. He is not as well known in this country, perhaps, as he is in England, but he will be better known after the publication of this book.

The school year is nearing a close. Many teachers are already looking for other positions. We have something to say to teachers from Maine to California; it is this: If a position is desired send to one of the Fisk Teachers' agencies, Everett O. Fisk & Co., proprietors, for a 100-page agency manual free. Their offices are at 7 Tremont place, Boston, Mass.; 70 Fifth avenue, New York; 106 Wabash avenue, Chicago, Ill.; 371 Main street, Hartford, Conn.; 120 1/2 So. Spring street, Los Angeles, Cal.; 130 1/2 First street, Portland, Ore.

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The well-known firm of Henry Gaze & Sons, Boston, New York, and Chicago, lately received the appointment as international agents for the Columbian exposition at Chicago. Their opening excursion will leave Boston at 3 p. m. on Friday, April 28, for the opening of the World's fair, by a special vestibuled train of Wagner Palace cars, consisting of dining and sleeping cars, everything first-class, including accommodations at the new South Shore hotel. The price for the round trip is \$80, including hotel accommodations six full days in Chicago remaining until Friday evening, May 5. Gaze & Sons will also have special weekly excursions leaving New York and Boston Tuesday evenings, via the Hudson river, Boston and Albany, N. Y. Central, and Michigan Central railroads. They will furnish tours at low rates to all points east, west, and south of Chicago, going and returning by different routes. The same enterprising firm will have seven first-class spring and summer excursions to Europe.

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Whittier says that "the tissue of the life to be we weave with colors all our own;" so a firm is judged by the manner in which it has dealt with its customers. If one could stand by and hear J. W. Schermerhorn & Co., 3 East 14th street, N. Y., discussed by an assembly of educational people he would hear many complimentary remarks. They furnish kindergarten and school supplies of a first rate quality.

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## Reports and Catalogues Received.

## STATE REPORTS.

- Report of the state superintendent of Michigan for 1891. Hon. Henry R. Pattengill, superintendent.
- Third annual report of the state superintendent of Montana, 1892. Hon. John Gannon, ex-superintendent.
- Biennial report of the state superintendent of Wyoming, 1891-1892. Hon. Stephen T. Farwell, superintendent.
- Forty-third report of the public schools of Missouri, 1892. Hon. L. E. Wolfe, superintendent.
- Report of the state superintendent of Minnesota, 1892. Hon. D. L. Kiehle, superintendent.
- Twenty-first annual report of the public schools of the province of British Columbia, 1891-'92. Hon. James Baker, minister of education.
- Annual report of the superintendent of education of Nova Scotia, 1891. Hon. A. H. Mackay, superintendent.

## CITY REPORTS.

- Sixteenth annual report of the board of education of Bridgeport, Conn., 1892. Hon. Eugene Bouton, superintendent.
- Annual report of the board of education of Duluth, Minn., 1892. Hon. R. E. Denfeld, superintendent.
- Annual report of the public schools of the city and county of San Francisco, Cal., 1892. Hon. John Sweet, superintendent.
- Annual report of the school committee of Boston, 1892. Hon. Samuel B. Capen, chairman.
- Twenty-sixth annual report of the board of public instruction of Albany, N. Y., 1892. Hon. Charles W. Cole, superintendent.

## MISCELLANEOUS.

- Grounds of appeal to the state for aid to Cornell university. An address by Pres. Jacob Gould Schurman.
- Prospectus for 1892-3 of the Brooklyn institute of arts and sciences. Prof. Franklin W. Hooper, director.
- A memorial to Congress on the subject of a Road Department at Washington, D. C., and a comprehensive exhibit of roads, their construction, and maintenance at the World's Columbian exposition by Mr. Albert A. Pope, Boston. Wagon roads as feeders to railways, by Mr. Albert A. Pope.

## During the Teething Period.

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—Sixty-first annual report of the commissioner of Indian affairs to the secretary of the interior, 1892. Hon. T. J. Morgan, commissioner.

Coal, by Mr. E. W. Parker; issued by the United States geological survey.

—Columbus day, Columbia, S. C., with address by Hon. LeRoy F. Youmans. Hon. D. B. Johnson, superintendent.

—Catalogue of the Williams Memorial institute, New London, Conn., 1892-'93. C. Augustus Williams, president.

—Arbor day souvenir of recitation and song, for the use of the school children of Iowa, April 28, '93. Hon. J. B. Knoepfler, state superintendent.

## Literary Notes.

—The Baker & Taylor Co., New York, announce the following publications: *The New Era*, by Rev. Josiah Strong, D. D.; *The Gospel of the Kingdom*, a popular exposition of the Gospel according to Matthew, by C. H. Spurgeon, with introductory note by Mrs. C. H. Spurgeon; *Greeley on Lincoln*, with Mr. Greeley's letters to Charles A. Dana and a lady friend, to which are added reminiscences of Horace Greeley; edited by Joel Benton; *Milk and Meat*; twenty-four sermons, by Rev. A. C. Dixon, D. D., of Brooklyn, N. Y.; *Amateur Photography*, by W. I. Lincoln Adams.

—Estes & Lauriat, Boston, announce the publication of an *Illustrated History of Furniture*, from the earliest to the present time, by Frederick Litchfield and *Life on the Circuit with Lincoln*, with sketches of Grant, Sherman, McClellan, Judge Davis, and others.

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## Magazines.

—The *Atlantic Monthly* for April contains many articles of great value. Chief among these may be mentioned another instalment of Edward Everett Hale's autobiographical papers entitled "My College Days," Alexander V. G. Allen's thoughtful and very admiring paper on Phillips Brooks, and President Andrews' essay "Money as an International Question." President Andrews writes from a full knowledge of his subject, as he was one of the delegates from the United States at the recent International Monetary Conference at Brussels.

—An account of the towing of the two Columbus caravels, the *Pinta* and the *Nina*, from Spain to Cuba, written by an officer who participated in the work is published in a recent number of *Harper's Weekly*. The same number, besides other matter apropos of Columbus and the Columbian Exposition, contains a graphic description of the city of Havana, Cuba.

—Robert Blum, the well-known artist, who has recently returned from a two years' residence in Japan, has written for *Scribner's Magazine* several papers embodying his artistic impressions—the first of which appears in the April number. These papers are to be fully illustrated from the sketches and drawings made by Mr. Blum during his residence. Some unpublished letters of Carlyle appear in the April *Scribner*, which present him in a different light from much of his correspondence. Mrs. Francis Hodgson Burnett, in the April instalment of her serial in *Scribner's* tells how she wrote her first story when a little girl seven years of age.

—The April *Popular Science Monthly* opens with an essay on "Science and the Colleges," by President Jordan, of the Leland Stanford Junior university, in which the absurd weakness of many starveling sectarian colleges is set forth and the advance which science has made in higher education is described. The president of the University of Rochester, Dr. David B. Hill, follows with a suggestive paper on "The Festival Development of Art," taking the ground that the fine arts are modes of expressing the feelings awakened by religion and other potent stimuli of the imagination. Herbert Spencer contributes a paper of much scientific value on "The Inadequacy of Natural Selection." There is an entertaining illustrated article on "The Maoris of New Zealand," by Edward Tregear. Mrs. Maud Wilder Goodwin makes a fervent plea for wise and generous action in regard to the "Education of our Colored Citizens." Mechanical gymnastics gets sharp criticism from M. Fernand Lagrange, under the title "Free Play in Physical Education." The frontispiece is a portrait of Ernest Renan, and there is a Sketch of his Life and Work, by Gabriel Monod.

—The *Sanitarian* for April opens with a paper on "Cremation and Its Importance in Cholera," by Robert Newman, M. D., and a discussion of the subject by Drs. Dessau, Leale, Cole, Fruitnight, Peterson, and others, at a recent meeting of North-Western Medical Society of New York. The subject, as presented by Dr. Newman, comprises the danger of earth-burial and cemeteries generally in the propagation of cholera and other germ diseases, and the special advantages of cremation as demonstrated by the Cremation Society of Berlin, Sir Spencer Wells, and other distinguished scientists. It appears that the danger of contaminating the water supply, through earth-burial, is scarcely less than by surface filth.

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